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ABSTRACT

This report evaluates the value and success of an Institute Program in human relations for educators and administrators in Los Angeles, California. Specific objectives include: (1) determining the overall value of the Institute to participant administrators; (2) determining the specific strengths and weaknesses of the Summer Institute Program; and, (3) determining the value of the monthly follow-up meetings held during the school year. In this evaluation, the program is treated as a single entity although it was not so conducted. It was assumed that the participants would be the best source of information on the Institute Program, and would be willing to give frank responses. The basic information gathering technique was a questionnaire series distributed during the progress of the program. There are four separate evaluations in all. It is concluded in the overall evaluation report that a large majority of the participating administrators considered the program a success. Most of the participants reported that they would recommend a similar program to friends, that the Summer Institute was helpful in dealing with human relations problems, and that the program influenced their subsequent behavior. Also, the Summer Institutes were considered somewhat more successful than the monthly meetings during the school year. [Not available in hard copy due to marginal legibility of original document. (Author/JW)

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EVALUATION OF THE INSTITUTE PROGRAM

THE HUMAN RELATIONS ROLE OF THE BUILDING ADMINISTRATOR

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INTRODUCTION

As part of the overall plan for the Institute Program: The Human Relations Role of the Building Administrator, the author was commissioned to conduct an independent evaluation of the success of the program. This report attempts to present an objective assessment of the program's success from the viewpoint of a neutral observer who was not involved in planning the Institute nor in the conduct of the Institute itself, although there was full consultation between the author and the Director and staff who actually conducted the Institute Program in designing the questionnaires used in the evaluation. The evaluation had three main objectives:

1. To determine the overall value of the Institute to the participating administrators;
2. To determine the specific values, strengths, and weaknesses of the Summer Institute Program; and
3. To determine the specific values, strengths, and weaknesses of the monthly follow-up meetings held during the school year.

In this evaluation the program is treated as a single entity although it was not so conducted. Specifically, there were three different summer institutes with varying staff conducting the sessions, and there were seven different groups meeting during the school year. Since it was not one of the purposes of this evaluation to evaluate the individual staff members, and since separate evaluations would necessarily involve making such evaluations, it was decided to treat all participating administrators as one group for purposes of this evaluation even though their specific experiences did differ somewhat depending upon which summer institute they attended and which group they met with during the school year.

DESIGN OF THE EVALUATION

Two basic assumptions were made:

1. That the participating administrators would be the best source of information regarding the value of the institutes to themselves.
2. That the participating administrators would be willing to provide frank responses to questions which they could answer anonymously.

The basic technique for gathering information from the administrators was the questionnaire. Four questionnaires were utilized at different stages of the program as follows:

1. The first evaluation covered the period from September 1 to October 30, 1967, and had as its major purpose the determination of the extent to which participating administrators had been involved in human relations problems, especially those involving racial or ethnic factors, and the actions which they took to reduce or to prevent such problems. A mailed questionnaire was used.
2. The second evaluation focused on specific evaluation of the summer institutes. This evaluation was conducted by mailed questionnaire on January 6, 1967.
3. The third evaluation focused on specific evaluation of the follow-up meetings conducted during the academic year. This evaluation was conducted by mailed questionnaire on April 10, 1967.
4. The fourth and final evaluation was a global assessment of the total program as viewed at the end of the program. A relatively short questionnaire was completed by the participants during the course of the final meeting of the Institute in June, 1967.

In the remainder of the report, each of these four evaluations are reported separately with the major conclusions stated at the end of the report.

THE FIRST EVALUATION

A questionnaire was sent to 86 program participants on October 26, 1966. One follow-up letter was sent on November 8, 1966. Replies were received from 61 (71%) of the participants. All replies were anonymous. The questionnaire consisted of the following questions:

1. During the period September 1 to October 30, 1966, have you been involved, in your capacity as a school administrator, in any human relations problems? Yes _____ No _____

2. If you answered "yes" to question number 1, did any of the problem(s) involve racial or ethnic factors? Yes _____ No _____

3. If you answered "yes" to question number 1, select the one problem which you consider to have been the most significant and write an anecdotal account to include: the persons involved (do not use actual names), what happened, and what actions were taken by you and by others. If there have been other human relations problems which you feel are of equal significance, it would be appreciated if you would report these also.

4. Of what help to you do you feel the Summer Institute was in dealing with the preceding problem(s)?

   Extremely Helpful _____
   Moderately Helpful _____
   Slightly Helpful _____
   Of No Help _____
   Impossible to Answer _____

5. What specific aspects, if any, of the Summer Institute did you find most helpful in dealing with the preceding problem(s)?

6. If the Summer Institute was of no help in dealing with the preceding problem(s), is there any way in which you think it could have been made helpful?

7. What actions, if any, have you taken during the period September 1 to October 30, to attempt to reduce or to prevent, in your school and/or community, problems involving human relations, especially as these involve racial or ethnic factors?

8. To what extent do you feel that the actions reported in the preceding item were influenced by the Summer Institute?

   Extremely Influenced _____
   Moderately Influenced _____
   Slightly Influenced _____
   Not Influenced _____
   Impossible to Answer _____

At the time this questionnaire was constructed, it had not yet been decided to devote a second questionnaire exclusively to evaluation of the summer institutes, the purpose for which questions 5 and 6 were designed. Since the second evaluation was devoted entirely to this subject, questions 5 and 6 were not analyzed and reported as part of this evaluation.

RESULTS OF THE FIRST EVALUATION

1. Fifty-three of the 61 respondents (87%) said that they had been involved in human relations problem(s) in their capacity as a school administrator.
2. Of the 53 who said they had been involved in human relations problem(s), 33 (62%) said that some of the problems involved racial or ethnic factors.
3. In response to question 3 which requested an anecdotal account of the most significant problem, 35 (66%) of the 53 who said they had been involved in human relations problems described a problem. Of these 35 problems, 27 (77%) contained specific mention of racial or ethnic factors, while the other 8 problems (23%) did not. Several examples of problems reported are reproduced at the end of this section beginning on page 6.
4. In response to the question of what help the Summer Institute was in dealing with the problem reported, the 35 participants who reported specific problems answered as shown in Table 1.

TABLE 1
Value of Summer Institute in Dealing with Human Relations Problems

	Problems With Racial or Ethnic Factors	Other Problems	All Problems
Extremely Helpful	8	2	10 (29%)
Moderately Helpful	15	1	16 (46%)
Slightly Helpful	1	4	5 (14%)
Of No Help	1	1	2 (6%)
Impossible to Answer	2	0	2 (6%)
Total Response	27	8	35

Although the number of problems which contained no specific racial or ethnic factors was too small to permit a rigorous statistical comparison between the distribution of responses from the two categories of problems, it seems likely that the Summer Institute was more helpful to those who reported problems with racial or ethnic factors than those who reported other problems. For example, 23 of the 27 (85%) who reported problems with racial or ethnic factors reported that the Summer Institutes were either "extremely" or "moderately" helpful as compared with 3 of the 8 (38%) who reported other problems.

5. In response to the seventh question which inquired into what actions, if any, had been taken to reduce or to prevent, in the school or community, problems involving human relations, especially as those involving racial or ethnic factors, thirty-four (56%) of the 61 respondents reported one or more specific actions taken. Several illustrative replies are reported at the end of this section beginning on page 9.

6. In response to the eighth question regarding the extent to which the actions reported in the previous paragraph were influenced by the Summer Institute, the 34 administrators who reported taking such specific actions answered as shown in Table 2.

TABLE 2

Influence of Summer Institute on Actions to Reduce or Prevent Human Relations Problems

	N	Per cent
Extremely Influenced	14	41%
Moderately Influenced	13	38%
Slightly Influenced	4	12%
Not Influenced	1	3%
Impossible to Answer	1	3%
Blank	1	3%
Total	34	100%

Examples of Human Relations Problems Reported by the Participating Administrators.

1. On Friday of the first week of school, there occurred immediately after school a fight between girls which had definite racial overtones. The two participants, one Mexican and one Negro, were brought into the office, while two groups of friends, one all Mexican and one all Negro, waited on the grounds. The Negro claimed that the Mexican had called her a "black nigger", while the Mexican denied this and claimed bodily teasing on the part of the Negro.

   Each girl was sent home in the custody of an adult member of the family. I walked out on the grounds and talked to a representative of each racial group outside telling them what had been done and urging them to keep away from the other group so as not to harm the chances of the girls attending school. Each group departed separately.

   When parents came in on Monday for conferences, each parent exhibited strong prejudicial feelings against the other race and quoted their own child's story and neighborhood gossip about the fight and the school. I told each parent my belief that each girl should be judged on her actions regardless of her race and then told parents of the actions of their own child in the incident. Each parent was most rational and easy to convince of misbehavior of their own child and took the part of the school against the child almost at once. I then spoke of the equal right of the other race to share the school and was able to secure parents' understanding of this point. Each child was urged by parent to keep away from other group and to avoid group activities of one race against another.

   Later in the week, I spoke personally to ringleaders of both groups concerning the rights of both races to share the school. So far there has been no further ill feeling between these two groups. I was helped by the reporting to me of the name of a girl who repeatedly attempted to incite ill feeling on a racial basis and was able to remove this girl from a school situation.

   In talks to all girls attending this school, I told them of this fight, spoke of our school's excellent record in good race relations and challenged them to work to continue our good reputation.

2. A Mexican-American pupil came to school with his mother asking for a transfer to another high school since there are so many "racial" problems at our school. When asked to enumerate them (the problems), only vague comments about what they had heard had happened was reported. Many generalizations were made but no specific incident could be related.

   I called in the student body president, a Mexican-American elected by a student body 95+ per cent Negro in composition. He talked about his reception and treatment at school by all pupils. He even related an incident that happened to him on the way home from school as a tenth grader when he was chased by a group of boys trying to take his candy from him. He also added that other pupils had the same problems in our school and other schools and that he felt "race" was NOT a factor.

   A transfer was not given with the understanding that we would review the first semester with the parent at the parent's request.

3. The incident involved the addition of a new member to the staff. The present composition of the staff is 75% Negro and 25% Caucasian. Three years ago, the composition was 8% Causasian and 92% Negro. It was the fervent wish of all concerned that the composition of three years ago be changed to a better balance in personnel.

   The last six additions to the staff have been Caucasian. This was not by choice because there have been no qualified Negro applicants during this period. The latest addition to our staff was a talent-search candidate who happened to be a Caucasian (a talent-search teacher is a provisional contract teacher who has had no observation, no training and no course work in education). He arrived on a Thursday and was to be assigned at full pay in his own classroom one week later.

   Because I did not wish to strip the man of any of his professional dignity, I did not inform the staff of his meager teaching background. We assigned our very best teachers to give him the maximum training possible during the one week we had for preparation.

   Because he received the special attention in observation, demonstration, guidance, etc., for a concentrated week, teachers became aware that his treatment had been different from some of those entering the staff in the past. Two Negro long-term subs let it be known that they didn't get the same consideration and they felt that a new Caucasian shouldn't get more consideration than they did.

   The problem was solved by going back and commenting to those involved that this new member was different and therefore was to be entitled to a different type of orientation.

   Communication with the entire staff cleaned up the problem.

4. A Negro boy became angry when the student store window was closed at the end of the lunch period. The boy was at the head of the line at the time. He began to yell profanities and obscenities at the girls working there. An adult worker came over and attempted to reprimand the boy, but he used the same language to her. When she asked the boy his name, he yelled it at her. A boy who worked in the store knew the name of the boy involved. The worker later identified the boy in the presence of the parents and the boy's Vice Principal. However, the boy contended it was mistaken identity.

   The parents say the boy hates white people. They feel that the school people have stacked the deck against them. They tried to contact the Board of Education but have never agreed that the boy be transferred to another school.

5. The one problem which I feel might well be included in this reference involves the designation of this school as a Student Opportunity Center. This is a phase of the federally financed programs operating in secondary schools which bring into the school many teaching opportunities beyond the extension of the school day and, in some instances, involving Saturdays. The pay scale corresponds favorably with the hourly rate at which teachers are compensated during the regular school day. The range of job opportunity begins with that of the coordinator of the program and involves teacher participation in areas of library supervision, tutoring, intensive small group training in academic areas,

sponsorship of cultural activities and trips, and teaching programs related to industrial arts and homemaking. Because our existing extracurricular activity and club program did not involve financial remuneration for teachers, we had been experiencing a decline in teacher interest and participation. This, of course, was unfortunate and restricted the significance of the overall school program to boys and girls enrolled. When the principal announced the program and solicited volunteers to work for pay, the teachers literally came crawling out of the walls. Some who had never volunteered for anything and who had indicated complete disinterest and unavailability for clubs, suddenly were intensely interested and completely available. The principal and his staff planned the program without too much teacher advice or counsel. Certain restrictions were built into the federal program in that those teachers--generally the more responsible ones--who already served as paid coordinators could not participate in the program. Our immediate response and complaint was not from these people but those who felt they had been slighted. These people in the main represented a hard core of Negro teachers who in the past had not demonstrated an outstanding desire to be involved in any aspect of the extracurricular program. Their pitch was that it would have enhanced the concept of the Negro child had a Negro been designated as the coordinator or the top man in the program. The administrator's response and position was and is that assignment of time and the accompanying money would be spread out so that some inequities which were present would be leveled out. This accommodated the principal Negro protestors who were involved in counseling situations to a degree perhaps somewhat beyond the level of their own skill. This was done at the expense of the effectiveness of the service and taking time away from other counselors more effective and more experienced who were Caucasian. The principal indicated, further, that there would be no designation of Negro leadership growing out of any pressure, that the decision made with regard to leadership was based soundly on the experience of the person and the capacity of the person. We have lived through the immediate and perhaps the most violent reaction that this area of sensitivity involves and the future looks rather promising and will work out in terms of thoughts presented above.

6. I had occasion to transfer a pupil to another junior high school because of her continued willful disobedience and general disruption of the school program. At the initial interview at the new school, the girl expressed antipathy for the school because there were so many white people there, and would not enroll. The Vice Principal reported this to me. The girl told me she almost had a fight with a girl who was "opposite" to her before entering the school building. The girl expressed the wish to attend another school similar to ours in makeup (93% Negro).

   While she was truant from the second school one day, I found her at a nearby cafe. She informed me "an adult" had told her to hate white people. She didn't say which adult. I sent our C.W.A. Asst. Supervisor to the home to find out what she could about the attitudes of the family in this regard, and to help the girl's attitude if possible.

   The C.W.A. worker reported no animosity toward white people was evident, and her mother could not account for her daughter's statement to me. The girl is continuing at her second S.A. school and seems to be making a suitable adjustment at this time. (I am white, the Vice Principals of all three schools are white. The C.W.A. worker and girl are Negro.)

Examples of Actions Taken by Participating Administrators Intended to Reduce or Prevent Problems Involving Human Relations, Especially as These Involve Racial or Ethnic Factors.

1. The following steps have been taken:

   a. More children have become involved in overall organization of the school.

   b. More communication has been sent home to keep the parents better informed.

   c. A "Back-to-School Night" was held for the community to explain curriculum and school policies.

   d. Parents will be working on a "Curriculum Aid" committee, where they will be making many teacher-pupil materials to be used in the classroom.

   e. We are planning a meeting for community leaders to get them more interested in our school and give us help with community problems.

   f. A greater emphasis for special referrals for some of our more severe problems is being made by total staff personnel.

2. A monthly breakfast is being planned in conjunction with two of the contributing junior high schools. Each school will nominate from four to seven community people who are truly representative of the ethnic composition of the community and who truly represent the people. The purpose of the breakfast will be an informal gathering of school and community people to discuss school-community problems but in a relaxed, non-organized fashion and in an atmosphere which is conducive to a warm, wholesome, social relationship. There will be no agenda, speeches, head table, nor any other formality which will detract from the relaxed atmosphere.

3. Communication with community. Not waiting for problems to come to a head. Information first instead of reaction to problems later.

   a. Home bulletins

   b. Information booklets

   c. Coffee meetings with groups of parents.

4. I have joined the community coordinating council. I have instituted a meeting on human relations with the teachers new to our district; to this meeting all others interested were invited.

5. Planning to establish a Community Advisory Committee so that communications between the school and the community can be strengthened to as great an extent as feasible.

THE SECOND EVALUATION

A questionnaire was sent to 86 program participants on January 6, 1967. A follow-up letter was sent on January 25, 1967. Replies were received from 67 (78%) of the participants. All replies were anonymous. The questionnaire consisted of the following questions plus a series of 5-point rating scales on specific aspects of the Summer Institutes:

1. In what ways, do you feel your actions during the past semester were different than they would have been if you had not attended the Summer Institute?

2. In what ways, do you feel your attitudes during the past semester were different than they would have been if you had not attended the Summer Institute?

3. What one experience in the Summer Institute do you feel has been most helpful to you on the job?

4. What one experience in the Summer Institute do you feel has been least helpful to you on the job?

5. If the Summer Institutes were to be given again, what changes would you suggest to improve them?

6. Other comments.

RESULTS OF THE SECOND EVALUATION

Rating Scales.

The rating scales on the specific aspects of the Summer Institutes were 5-point scales with the number 1 representing "most valuable" and the number 5 representing the "least valuable." The mean ratings of the several components of the Summer Session are given in Table 3.

The median of the mean ratings for the 10 components is 2.1. There is a range of 1.4 points between the component considered most valuable, i.e., Group Discussion (Group of 10) and that component considered least valuable, i.e., Background Films and Tapes for the In-Basket Exercise (Jefferson); however, excluding these two extremes, the range between the remaining eight components is only .5 (one-half point) on the 5-point scale.

TABLE 3

Ratings of Components of the Summer Institutes

	Mean Rating*
Group Discussions (Groups of 10)	1.3
In-Basket Exercise (Involving racial or ethnic factors)	1.8
In-Basket Exercise ("Jefferson"--General problems)	2.0
Film "Eye of the Beholder"	2.0
Speeches to the Faculty and to the Community	2.1
Social Hour	2.1
Group Discussions (Groups of 30)	2.3
Visiting Speakers	2.3
Video Tapes of Teaching, Role-Playing, and Group Counseling	2.3
Background Films and Tapes for In-Basket Exercise (Jefferson)	2.7

*1 = Most valuable, 5 = least valuable.

Questions.

The first two questions were:

> In what ways, do you feel your actions during the past semester were different than they would have been if you had not attended the Summer Institute?
>
> and
>
> In what ways, do you feel your attitudes during the past semester were different than they would have been if you had not attended the Summer Institute?

In analyzing the responses to these two questions, it was apparent that the administrators had not clearly differentiated between action and attitudes. For this reason, the response to both of these questions have been summarized together in Table 4.

TABLE 4

Changes in Actions and Attitudes Attributed to the Summer Institutes by 67 Administrators

	Change	Number	Per Cent
1.	Increased sensitivity, tolerance, patience, understanding in the field of human relations.	38	57%
	Example: I have considerably more personal concern for people on the job. I am aware of their personal needs and feelings. I have found myself less impetuous and more relaxed and confident because I have taken the time to think through to a consistent feeling toward people. I have found room in my reactions for time and opportunity to accommodate to others, to a noticeably greater degree.		
2.	Listen more carefully; consider problems more thoroughly before acting.	38	57%
	Example: Even though the job pressure increased at our school, I found myself pausing for greater consideration of problems before going into action on them. Even in circumstances where I had developed certain pat procedures, I found myself questioning those procedures before putting them into action.		
3.	Increased awareness of minority group problems and attitudes.	15	22%
	Example: I am much more aware of the hostile attitude that Negro leaders or Negro groups have toward the Los Angeles Schools and its personnel.		
4.	Increased contacts with parents and the community.	13	19%
	Example: More active in trying to know and understand community, i.e., attending coordinating council, listening to community leaders.		
5.	Actions to Improve Staff Human Relations.	10	15%
	Example: I have taken steps to include our faculty in in-service training to make them more aware of the minority group feelings.		

TABLE 4 (Cont'd.)

Change	Number	Per Cent
6. Exercise more patience and understanding in working with problems of minority children. Example: I have been far more sensitive to the feelings of my children in the minority groups whenever they have had problems. In fact, I find myself at times "bending over backwards" which is not such a good idea either. The youngsters seem to have more confidence in me now and are not afraid to come to see me in my office at any time.	10	15%
7. Negative reactions. Example: I'm not so sure that the Institute has helped me in my understanding of the situation. I find myself rebelling against the whole movement of integration through pressure. I became quite defensive; I had the feeling that all members of the minority races felt that automatically, we of the so-called majority were against integration.	7	10%
8. General favorable reaction. Example: Being with the Summer Institute and the fine people that comprised the group, discussing common problems and the many ways they have been met, certainly gave an insight that would be impossible to attain in any other situation.	6	9%
9. Miscellaneous. Example: More effort made to send notes of appreciation.	3	4%
10. Modification of Curriculum. Example: Additional attention to developing and providing teachers with materials--information, books, pictures to aid with developing attitudes and values with children.	2	3%

The third question was:

What one experience in the Summer Institute do you feel has been most helpful to you on the job?

The responses are summarized in Table 5.

TABLE 5

Most Valuable Summer Institute Experience Cited
by 67 Administrators*

Experience	Number	Per Cent
1. Sharing experiences with other administrators--of all grade levels--both White and Negro.	32	48%
Examples: Because of the greater understandings it engendered, the most helpful experience was the opportunity to cross all grade level lines and share problems with elementary, junior high, and senior high people.		
To become acquainted to other administrators in our system. To get their ideas on various problems.		
The open and free discussions--uninhibited--between the various members of the small group discussions representing the White and Negro races.		
2. Small-group discussions.	11	16%
Example: The small group experience with a trained leader in charge to direct and guide the discussion. We developed so much insight into our problems and from this insight, both group and individual techniques emerged.		
3. In-Basket problems.	9	13%
Example: I had never been asked to work through a "basket" and have to decide priority, etc. This was a rewarding and thought provoking experience for me. It was revealing also to evaluate with other administrators as to how they handled similar problems and what priority they received.		
4. Panel discussion.	8	12%
Example: The reaction of the panel to education here in Los Angeles has certainly provided all of us with some insight.		

TABLE 5 (Cont'd.)

Experience	Number	Per Cent
5. Prepared speeches (Taped) Example: The prepared speech sessions that we taped gave us something to tie into for our particular local situation and yet was still a part of the Jefferson set up.	5	7%
6. Whole experience. Example: I can't really think of any particular one but rather the cumulative effect of working on the in-baskets, the discussion that followed--the excellent give-and-take on a fine professional level; due in large measure to the fine "climate" created by the highly qualified staff of Cal State.	4	6%
7. Discussions of community relations. Example: I feel the area of community relations and perhaps communications. We did touch on that and it did spur me to action in that respect.	3	4%

*Some administrators cited more than one.

The fourth question was:

What one experience in the Summer Institute do you feel has been least helpful to you on the job?

The responses to this question are summarized in Table 6.

TABLE 6

Least Valuable Summer Institute Experience Cited
by 67 Administrators

Experience	Number	Per Cent
1. Social hour. Example: Probably the social hour had the least relationship to my work, and therefore, was the least helpful.	14	21%
2. Various aspects of in-basket experience. Example: The movies and tapes of Jefferson City.	12	18%

TABLE 6 (Cont'd.)

Experience	Number	Per Cent
3. Panels and speeches. Example: The panel given by outside speakers. I felt that their preconceived ideas did not go along with what we were trying to accomplish.	8	12%
4. Video tapes of classroom situations. Example: Viewing video tapes of classroom situations which did not relate to types of circumstances (human relations) at Jefferson High School, e.g., some of the classroom teaching.	5	7%
5. Taped speech (prepared by participants). Example: Making a tape recorded speech. (I would never make a speech to the faculty and hence this became an academic exercise.)	3	4%
6. Miscellaneous.	7	10%

The fifth question was:

> If the Summer Institutes were to be given again, what changes would you suggest to improve them?

The responses are summarized in Table 7.

TABLE 7

Changes Suggested to Improve the Summer Institutes by 67 Administrators

Suggested Change	Number	Per Cent
1. More emphasis on local (Los Angeles) school problems. Examples: Ask participants to introduce in-basket items based on recent experiences in their schools.	26	39%

TABLE 7 (Cont'd.)

Suggested Change	Number	Per Cent
Move the setting from Jefferson to Los Angeles--many of the problems discussed were problems Los Angeles had met some time ago--also some of the solutions that would be applicable in the framework in which Los Angeles Administrators operate.		
2. More guest speakers. Example: Bring in more outside speakers who are experts in the particular field.	11	16%
3. More small group activity. Example: More small group work and discussions. Once these groups got to know each other, and the minority members felt free to "unwind", greater understanding on both sides was achieved.	5	7%
4. Vary composition of the small groups. Example: I would frequently change the composition of the small groups so that we could talk with more people.	5	7%
5. Better utilization of in-basket materials. Example: More attention should be paid to all the in-basket materials. We "did" them all, but very often we discussed only one or two in the group situation. We frequently "got off the track." More structure is perhaps necessary here. Reacting to the in-basket materials and observing the reactions to others to the materials were the chief benefits of the institute.	5	7%
6. Better planning. Example: My personal feeling is that there should be more of a specific overview to begin the conference.	4	6%
7. Shorter Sessions. Example: Shorter hours per day.	4	6%
8. More use of closed-circuit television. Example: More use of the closed-circuit television.	4	6%

TABLE 7 (Cont'd.)

Suggested Change	Number	Per Cent
9. Eliminate video-tape. Example: Elimination of sessions evaluating tapes of teachers teaching and group conference tapes (too much like what we already know).	4	6%
10. Use role playing. Example: Role playing by the group.	3	4%

The last question asked for other comments. The replies to this question consisted primarily of general approval of the Summer Institutes. Twenty-six responses (39% of the respondents) were of this type. The only other type of comment which occurred with any frequency were evaluations of individual staff members. Three favorable and two unfavorable comments were made.

THE THIRD EVALUATION

A questionnaire was sent to 86 participants on April 10, 1967. One follow-up letter was sent on May 1, 1967. Replies were received from 63 (73%) of the participants. All replies were anonymous. The questionnaire consisted of the following questions:

1. In what ways do you feel your actions during this school year were different than they would have been if you had not attended the monthly meetings?

2. In what ways do you feel your attitudes during this school year were different than they would have been if you had not attended the monthly meetings?

3. What aspects of the monthly meetings do you feel have been most helpful to you on the job?

4. What aspects of the monthly meetings do you feel have been least helpful to you on the job?

5. If the institute program were to be given again, what changes would you suggest to improve the meetings during the school year?

6. We would appreciate any other comments you would like to make.

RESULTS OF THE THIRD EVALUATION

The first question was:

> In what ways do you feel your actions during this school year were different than they would have been if you had not attended the monthly meetings?

The responses are summarized in Table 8.

TABLE 8

Changes in Actions Attributed to the Monthly Meetings by 63 Administrators

Change	Number	Per Cent
1. Improved human relations--better techniques--more thought and consideration before action.	25	40%
Example: The monthly meetings focused on solutions to human relations problems. I tried to implement some of the techniques that were suggested at the meetings. I allotted more time to teacher, pupil, parent conferences. I became a better listener. I tried to listen more and to talk less.		
2. More participation in the community.	3	5%
Example: I have been much more willing to spend time and effort with community, i.e., parent meetings, and supporting block club organizations.		

The second question was:

> In what ways do you feel your attitudes during this school year were different than they would have been if you had not attended the monthly meetings?

The responses are summarized in Table 9.

TABLE 9

Changes in Attitude Attributed to the Monthly Meetings by 63 Administrators

Change	Number	Per Cent
1. Improved attitude in relations with others. Example: I have a more tolerant attitude toward those who differ with me and accept our difference less as a personal attack.	19	30%
2. Improved understanding and acceptance of minority group views and feelings. Example: I have learned the expression, "walking in someone's shoes", and it has given me a greater sensitivity toward the attitudes of the minority groups when they seem to feel they are being discriminated against.	7	11%
3. Increased self-analysis. Example: Taking a "second look" and determining what basic prejudices I have.	5	8%
4. Less tolerant view of some minority groups or individuals. Example: The apparent demand for preferential treatment by the minority groups bothers me. In this respect I wonder if I'm as equitable in my dealings with all youth, as I was before.	4	6%

The third question was:

> What aspects of the monthly meetings do you feel have been most helpful to you on the job?

The responses are summarized in Table 10.

TABLE 10

Most Valuable Aspect of the Monthly Meetings Cited by 63 Administrators

Most Valuable Aspect	Number	Per Cent
1. Sharing and solving common problems with administrators of various backgrounds.	41	65%

TABLE 10 (Cont'd.)

Most Valuable Aspect	Number	Per Cent
Example: The association with educators from all levels of education--and the chance to work out solutions to common problems.		
2. Visiting speakers.	18	29%
Example: It has been worthwhile listening to the various guest speakers who have come to our group. I do not really know that the points of view that were presented have been helpful to me on the job, but I certainly have received some new insights as to the ways certain members of minority groups view an administrator and his role in working with pupils and community problems. Undoubtedly, these new insights will help me be more understanding when I work with members of minority groups in various aspects of my job.		
3. Sensitivity training.	8	13%
Example: In the area of sensitivity. These sensitivity sessions have opened up a new avenue of self-analysis in terms of other people. Insecurities, hostilities, etc.		
4. Information regarding specific programs.	4	6%
Example: Re-examination of some federal programs.		
5. Socialization with other administrators.	3	5%
Example: Social aspects of meeting other administrators from all levels.		

The fourth question was:

> What aspects of the monthly meetings do you feel have been least helpful to you on the job?

The responses are summarized in Table 11.

TABLE 11

Least Valuable Aspect of the Monthly Meetings
Cited by 63 Administrators

Least Valuable Aspect	Number	Per Cent
1. Poorly planned meetings. Example: Lack of well-controlled or planned meetings resulting in ramblings or generalities.	18	29%
2. Sensitivity training. Example: The so-called "sensitivity" sessions which--because of lack of direction--have turned into meaningless bull sessions.	5	8%
3. Information regarding programs. Example: Information on federally funded programs.	3	4%
4. Miscellaneous.	12	19%

The fifth question was:

> If the institute program were to be given again, what changes would you suggest to improve the meetings during the school year?

The responses are summarized in Table 12.

TABLE 12

Changes Suggested to Improve the Monthly Meetings
by 63 Administrators

Suggested Change	Number	Per Cent
1. Improved planning and structure. Example: If they could be more structured with definite aims it would have more meaning and help us more as we moved through the year.	21	33%
2. More guest speakers. Example: Invite guests who are critical of us (administrators), whether they be students, teachers, parents or community leaders and allow them to speak. We may gain some insights and new approaches to solving problems.	18	29%

TABLE 12 (Cont'd.)

Suggested Change	Number	Per Cent
3. Changes in number, length, and spacings of meetings. Example: I believe they should be held more frequently--once a week or twice a month. The long interval of one month seems to result in a loss of continuity.	15	24%
4. Changes in composition of the groups. Example: That once groups have been formed they be kept intact for the full term of the course.	10	16%
5. More relationship to summer institutes. Example: They should be more geared to the original purposes for which we started these classes--understandings of and solutions to problems of the multi-racial community.	5	8%
6. Changes in behavior of group leader. Example: I also believe that the person in charge of the section meetings has the responsibility of drawing out the thinking of each member of the group. In our group, certain people talked all of the time and some people never had the opportunity to say anything.	4	6%
7. Miscellaneous.	14	22%

The sixth question was:

We would appreciate any other comments you would like to make.

Most respondents utilized this question to indicate their overall approval or disapproval of the monthly meetings. Twenty-six respondents (41%) indicated a generally favorable reaction. Nine respondents (14%) indicated a generally unfavorable reaction. Some examples of favorable responses are:

This program should be offered to all personnel at all levels.

I have enjoyed this complete program and have gained many insights which I feel certain will make me a better administrator; I have been reassured of my great respect for the outstanding people in our profession at all levels, and I sincerely believe every administrator and teacher should be required to have this type of an institute. I still believe in the old adage, "People get out of things what they put into them and so desire!" This program was most beneficial to me and the Los Angeles State Personnel should take credit for a job well done!

A+ ---Excellent Institute.

To me it was a most worthwhile institute associating with both those in charge and those participating in the program. It was helpful to me in many ways. If we are to solve any problems it would seem that it is obvious to discuss them with others and try to be frank and to the point. If I had the opportunity, I would again participate in such a workshop.

This is a good program. Improve it and above all keep it going for Los Angeles administrators.

The following are examples of the unfavorable responses:

The meetings following the summer have been an insult to one's intelligence.

I feel that the group is really to blame for not taking the initiative in planning and making the meetings more meaningful. Interest has lagged and very little really was accomplished in the monthly meetings.

The period spent at the college during the summer was fine. The monthly meetings have been a waste of valuable time.

In most cases the monthly meetings were planned by us where we sat around and suggested names--often then meetings were just random conversations during the first few hours while waiting for the speaker to show up.

In understanding the widely divergent views expressed above, it must be remembered that there were seven different groups which met during the school year and that these groups differed widely in their activities during the year.

THE FOURTH EVALUATION

The fourth evaluation was conducted by means of a short questionnaire administered to the participating administrators at the final meeting of the Institute held on June 5, 1967. Questionnaires were returned by 74 administrators.

The main question used to judge the overall evaluation of the institute program was:

> If this program were to be repeated and a friend of yours asked your advice concerning his possible participation, how would you respond?
>
> Recommend Enthusiastically _____
> Recommend Moderately _____
> Recommend Slightly _____
> Not Recommend _____

Forty-three administrators (58%) would recommend it enthusiastically. Nineteen administrators (26%) would recommend it moderately. Four administrators (5%) would recommend it slightly. Three administrators (4%) would not recommend it.

Five of the administrators checked two statements specifying that one of the statements applied to the summer institutes and that the other applied to the monthly meetings. All five of these administrators would recommend the summer institute enthusiastically; however, three of these administrators would not recommend the monthly meetings and the other two would only recommend them slightly.

A second important question was:

> To what extent do you feel that your behavior during this school year has been influenced by your participation in the Institute Program (both the Summer Institute and the monthly meetings)?
>
> My behavior was greatly influenced. _____
> My behavior was moderately influenced. _____
> My behavior was slightly influenced. _____
> My behavior was not influenced. _____

Twelve administrators (16%) indicated that their behavior was greatly influenced. Thirty-eight administrators (51%) indicated that their behavior was moderately influenced. Seventeen administrators (23%) indicated that their behavior was slightly influenced. Seven administrators (9%) indicated that their behavior was not influenced.

Administrators who felt that their behavior was influenced were asked to illustrate with one or more specific examples. Forty-three administrators (58%) provided one or more examples. The replies of five administrators are reproduced here to illustrate these examples.

Administrator A. I have been more attentive to ideas different from mine, even when they are hostile. When confronted with irate parents, I have attempted to control my reactive hostility to continue communication. I seldom sit behind my desk when parents come for a conference.

Administrator B. I had had general human relations workshops before, some 20 years ago at USC, so I think in many ways this reconfirmed or reinforced my attitudes and behavior. However, I am sure I have developed some new attitudes such as being more sensitive to the community, planning more for long-range programs. A very direct result is that I was moved along toward starting a human relations in-service at my school. Also, I am making more direct contacts with the surrounding community. I am making plans for a better way of communicating with parents. The more direct benefit was the opportunity to meet secondary /school/ people in my area. If I had not already had other human relations workshops this would have "greatly influenced" me. (Note: This administrator said that her behavior had been moderately influenced.)

Administrator C. Much more inclined to listen and learn from community groups. Have read and studied more on ethnic problems--have grown in my appreciation of problems of "different people."

Administrator D. Actions influenced:

1. More in-depth study and analysis in given situations.

2. Not taking "people's word" for a happening, as in the "Eye of the Beholder." Specifically, listening to the parent who unable to give you a clear picture of his child, clouds the situation, making you ask questions that do relate to the relationships, etc., in the family.

3. Relating to individuals, instead of taking them at face value, giving time to discuss the true value of people.

Administrator E. 1. When Negro parents applied for a permit to my school and saw the problem through their eyes as they contemplated coming to an all-white school. I was enabled to converse easily with them and anticipate their anxieties.

2. With Mexican-Americans I can now empathize with them and assess better their problems. I also can discuss freely with them problems and topics others would hesitate to mention.

CONCLUSIONS

1. A large majority of the participating administrators considered that the program was a success. This conclusion is based on the following data.

   a. In the fourth and final evaluation, 58 per cent of the respondents said that they would <u>enthusiastically</u> <u>recommend</u> a similar program to a friend, 26 per cent would recomment it <u>moderately</u>, 5 per cent would recommend it <u>slightly</u>, and only 5 per cent would <u>not</u> <u>recommend</u> it. (p. 25)

b. In the first evaluation, of those administrators who reported a specific problem involving human relations during the first part of the academic year, 75 per cent said that the Summer Institute had been extremely or moderately helpful in dealing with the problem. (Table 1, p. 4)

2. A majority of participating administrators felt that their behavior had been modified by the Institute. This conclusion is based on the following data.

   a. In the final evaluation in response to a question regarding the extent to which their behavior had been influenced by participation in the Institute Program, 16 per cent of the respondents answered greatly influenced, 51 per cent answered moderately influenced, 23 per cent answered slightly influenced, and only 9 per cent answered not influenced. Examples of the influence of the Summer Institute on behavior were provided by 58 per cent of the respondents. (p. 25)

   b. In the first evaluation, 56 per cent of the respondents reported one or more specific actions taken to reduce or prevent human relations problems, especially as these involve racial or ethnic factors. Of those respondents reporting specific action taken, 79 per cent said they had been extremely or moderately influenced by the Summer Institute. (Table 2, p. 5)

3. The Summer Institutes were somewhat more successful than the monthly meetings. This conclusion is based on the following data.

   a. In the second evaluation, 10 per cent of the respondents made comments which were negative about the Summer Institutes (i.e., questioned their value). (p. 13)

b. In the third evaluation, 14 per cent of the respondents made comments which were negative about the monthly meetings (i.e., questioned their value). (p. 23)

c. In the fourth evaluation, 5 respondents who said that they would enthusiastically recommend the Summer Institutes either would not recommend the monthly meetings or would recommend them only slightly. (p. 25)

d. More reported changes in action and attitudes were attributed to the Summer Institutes than were attributed to the monthly meetings. (pp. 12, 13, 19, 20)

4. A majority of changes in actions and attitudes attributed to both the Summer Institute and the monthly meetings were in the general area of improved human relations. (Table 5, pp. 12, 13; Table 8, p. 19; Table 9, p. 20)

5. The most valuable experience of the Summer Institute and the monthly meetings was the opportunity for administrators with a variety of backgrounds (e.g., Negro, white, Mexican-American; elementary, junior high, senior high) to share experiences and to attempt to solve common problems. (Table 5, p. 14; Table 10, p. 20)

6. The major suggestion for improving the Summer Institutes was to put more emphasis on local (Los Angeles City) school problems. (Table 7, p. 16)

7. The major suggestions for improving the monthly meetings were: improved planning and structure, more guest speakers, and change in the number, length and spacing of meetings.